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Abstract
Internationally, much research about business education has covered vertical and horizontal curriculum integration. In recent years, universities in Taiwan have adopted these changes in the hopes on improving the learning environment. However, past research into accounting education have neglected looking at student experiences, which are critical to any study of education reform. Therefore, our research assesses the effectiveness of recent education reforms as they are viewed from student perspectives.
We created a questionnaire based on past research and surveyed accounting students in their senior year at Taiwanese universities in order to measure student satisfaction of university reforms.
We reached the following conclusions:
1. Compared with the traditional accounting curriculum, the new curriculum has significant improved learning efficiency and focus, but has no direct correlation with student satisfaction.
2. The most ideal time for students to be introduced to specialized courses is during their sophomore year, after they are more fully-adjusted to college life and are clearer about their future goals.
Our research couldn’t find any direct and significant correlation between curriculum reform and student satisfaction.
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